

**Texas Education Agency
Standard Application System (SAS)**

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small> <div style="text-align: center;"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY - 1 AM 11: 17 </div>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Trinity Basin Preparatory, Inc.		057813		
Vendor ID #	ESC Region #			DUNS #
1311614490	Region 10 and Region 11			034006514
Mailing address		City	State	ZIP Code
400 S. Zang Blvd., Suite 700		Dallas	TX	75208
Primary Contact				
First name	M.I.	Last name		Title
Randy		Shaffer		CEO
Telephone #		Email address		FAX #
214-946-9100		rshaffer@trinitybasin.com		214-946-9194
Secondary Contact				
First name	M.I.	Last name		Title
Jason		Ray		CEO, Clayton Youth Enrichment
Telephone #		Email address		FAX #
817-923-9888		jray@claytonyouth.org		817-288-0602
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Randy		Shaffer	CEO
Telephone #		Email address	FAX #
214-946-9100		rshaffer@trinitybasin.com	214-946-9194

Signature (blue ink preferred)

Date signed

04/30/2018

Only the legally responsible party may sign this application.

701-18-111-079

Schedule #1—General Information

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information		
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Certification of Shared Services	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	<input type="checkbox"/>	<input type="checkbox"/>
5	Program Executive Summary	N/A	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally included.

Section 1: Applicant's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 057813

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity agrees to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 057813			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Do not submit this schedule with the original grant application. Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule amendment to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule amendment pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9812.

The last day to submit an amendment is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.		N/A	
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Trinity Basin Preparatory (TBP), an open-enrollment public charter school, and Clayton Youth Enrichment (Clayton), a community-based nonprofit, have formed a partnership to create a new after school program built upon the Texas ACE model at TBP's five existing campuses in Dallas/Fort Worth. TBP strives to provide a well-rounded and rigorous education to students by focusing on literacy and the core academic areas of reading, writing, math, science and social studies. Expectations on our campuses are very high for students and faculty in order to foster an environment of achievement and success. TBP believes a strong after-school program will contribute to that success, but to this point have not had available resources to establish a program that would be successful and sustainable. By way of resources, Clayton brings 43 years of experience in creating high-quality after school enrichment programs for students in public, private and charter schools. Clayton's 21st CCLC experience through their Cycle 7 and Cycle 9 awards (supporting 20 Fort Worth ISD campuses) will enable this partnership to design and build a strong foundation for sustainable after-school programs at all TBP campuses that will complement and expand upon school day learning, support the social and emotional growth of TBP's students and families, and strengthen the partnership between parents, teachers and administration, and the community.

TBP understands the important role high-quality after school programs can play in the academic success of our primarily Hispanic (93.4%), economically disadvantaged students (89.3%). We sought partnership with Clayton to ensure that our after-school programs were built to be both effective and sustainable using a cost effective model. As our partner in creating and providing well designed, research-based academic assistance and enrichment programs, Clayton advised on both budget and structure to develop a customized after-school model to support our program goals of increased student academic performance, improved school day attendance, improved behavior, consistent grade promotion and, eventually, every student's successful graduation and transition into college, vocational studies or the workforce.

The five after school programs created by this grant will serve a minimum of 510 regular program participants more than 45 days per year and meet or exceed the required weeks of programming. At least 250 parents/guardians will participate in family engagement activities. Students will be selected for participation using input from campus teachers and counselors to identify students most at risk and in need of additional services to succeed. Recruitment will occur in both Spanish and English through individual contacts with priority students and their families by counselors, school principals, the Site Coordinator, and the Family Engagement Specialist, with additional program and enrollment information provided to all school families in Open House settings, in print media, and through both TBP and Clayton websites.

Clayton has an excellent track record of providing successful after school programs in underserved communities. Their ability to create solid relationships with school personnel through regular consultation with teachers, counselors and leadership is critical to the success of their programs. TBP staff will provide pre/post-test benchmark scores for students requiring academic improvement, and advise project staff on appropriate placement and provision of tutoring and academic enrichment classes, as well as providing updates on school day attendance and behavioral issues, family needs, and coursework grades. Special attention will be directed to development of effective, attractive programs which will improve academic achievement by supporting school day learning through innovative, hands on activities. These scoped and sequenced lessons combine academics with activities students love to provide expanded and enhanced learning. Site Managers maintain a 1:15 ratio and supervise a team of certified teachers and program specialists to ensure quality programming every day of the school year and in summer session. Site Managers are supported by the Program Director, the Family Engagement Specialist, an outside evaluator, Clayton and TBP administrative staff who will work together to ensure the program staff successfully provide exemplary after school programs.

Formative evaluation techniques will be led by a researcher with 20+ years of after school evaluation experience and will provide on-going feedback allowing for improvement and re-alignment in program offerings as community needs change and new needs are identified. A controlled longitudinal comparison study comparing regular after-school participants with non-participants is planned in addition to the TEA required evaluation and monthly formative evaluation reviews.

To develop the proposed budget, Clayton and TBP leadership reviewed current expenses for our programs of similar size and scope including actual expenses for 21st CCLC centers run by Clayton for other districts and adjusted as needed to meet program goals. Both partners have worked together to answer all statutory and TEA requirements as completely and accurately as possible.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 057813			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$682,459	\$30,705	\$713,164
Schedule #8	Professional and Contracted Services (6200)	6200	\$228,315	\$16,000	\$244,315
Schedule #9	Supplies and Materials (6300)	6300	\$98,072	\$	\$98,072
Schedule #10	Other Operating Costs (6400)	6400	\$25,262	\$5,000	\$30,262
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,034,108	\$51,705	\$1,085,813
Percentage% indirect costs (see note):			N/A	\$-	\$-
Grand total of budgeted costs (add all entries in each column):			\$1,034,108	\$51,705	\$1,085,813
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$-	\$-	\$-
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,085,813
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$54,290

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 057813			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$42,000
5	Site coordinator (required)	5		\$187,200
6	Family engagement specialist (required)		2	\$36,400
7	Secretary/administrative assistant		1	\$12,197
8	Data entry clerk			
9	Grant accountant/bookkeeper		1	\$12,197
10	Evaluator/evaluation specialist			
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Program Specialist (enrichment leaders)	5	10	\$237,804
20	Custodian		5	\$16,650
21	Campus Monitor		5	\$16,650
22	Subtotal employee costs:			\$561,098
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		
24	6119	Professional staff extra-duty pay		
25	6121	Support staff extra-duty pay		
26	6140	Employee benefits		\$152,066
27	Subtotal substitute, extra-duty, benefits costs			\$152,066
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$713,164

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057813		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluation	\$12,500
2	Contract Tutoring (certified teachers Summer & Fall)	\$146,880
3	Community-based enrichment providers	\$19,350
4	Parent Engagement (bi-lingual parenting classes/activities by partner CBO)	\$25,000
5	Contract for single audit (req. by grant)	\$3,500
6	Program Quality Coach	\$12,000
7	Staff training (contract instructors)	\$20,000
8	Employee background checks (required; contract services)	\$5,085
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$244,315
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$-
(Sum of lines a, b, and c) Grand total		\$244,315

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057813		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$98,072
Grand total:		\$98,072

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057813		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$-
Remaining 6400—Other operating costs that do not require specific approval:		\$30,262
Grand total:		\$30,262

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 057813			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$-

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's in education/related field, masters preferred; 2-5 yrs supervising 20+staff members; 3 yrs youth dev. experience with at-risk youth; Experience managing public-funded programs preferred; Able to partner with a variety of stakeholders and work a flexible schedule.
2.	Site Coordinator(s)	HS diploma required, advanced training in youth development required, bachelor's degree preferred; 2-5 yrs experience supervising 5+; 3 yrs experience working with at-risk youth; Experience managing after school programs preferred; Bilingual, English-Spanish; Ability to partner with a variety of stakeholders; Ability to work 40 hours per week, with flexibility during the school day, after school, and evenings as required.
3.	Family Engagement Specialist	HS diploma required, advanced training in family/youth programs required, bachelor's degree preferred; 2-5 yrs experience in a supervisory position; 3 yrs experience working with at-risk, diverse inner city families; Bi-lingual Spanish/English; Able to partner with a wide variety of stakeholders to ensure family participation in engagement activities, including adult literacy programs.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Academic Growth of participants (participants will...)	1. Maintain or achieve higher grades	8/2018	5/2019
		2. Achieve higher proficiency percentage in literacy & math scores than prior yr.	8/2018	5/2019
		3. Demonstrate higher grade-level completion rates	8/2018	5/2019
		4. Score higher than non-participating peer group	8/2018	5/2019
		5. Campus improves state standards distinctions	8/2018	5/2019
2.	Improved Student Attendance and Behavior	1. Student, school and parent surveys conducted	8/2018	5/2019
		2. Decreased behavioral referrals for participants	8/2018	7/2019
		3. Increased school-day attendance by participants	8/2018	5/2019
		4. Consistent program daily average attendance	8/2018	7/2019
		5. Student social-emotional skills evaluated	8/2018	5/2019
3.	Enriching multi-disciplinary programming	1. Research based curriculum identified/implemented	8/2018	7/2019
		2. Variety of partial providers identified and scheduled	8/2018	7/2019
		3. Meet with school to continually determine high need subjects	8/2018	7/2019
		4. Mgmt. regularly reviews lesson plans and schedules	8/2018	7/2019
		5. Local community is engaged to donate resources	8/2018	7/2019
4.	Professional Development of Program Staff	1. Staff involvement in school and community events	8/2018	7/2019
		2. Program Quality Assessments conducted quarterly and reviewed with site team	8/2018	7/2019
		3. Quarterly in-house training in class mgmt. skills	8/2018	5/2019
		4. Orientation, training and modeling process	8/2018	7/2019
5.	Family Outreach	1. Fall Family Event, literacy night	9/2018	11/2019
		2. Winter Family Event, celebrating colleges and careers	11/2018	2/2019
		3. Spring Event, celebrating student performance	2/2018	5/2019
		4. Bi-lingual parent classes to support academic and social success	8/2018	7/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The partners conducted a community needs assessment that identified a lack of high-quality out-of-school time programs in the underserved communities around the five Trinity Basin campuses. In or around each of the campuses, there is no other available free/affordable after school programming that can meet the identified needs of the students and working parents. Identified barriers include: inconvenient locations of after school providers, lack of affordability of fees for the population to be served, and lack of availability of transportation from the school to the service and back home. Provision of increased academic and cultural enrichment activities outside the school day continues to be identified as a major need by teachers, students, parents and community members. This is emphasized by the academic scores presented in the chart below. The Dallas and Fort Worth Police Department has also identified the need for safe and consistent afterschool activities in underserved areas to prevent juvenile crime.

As shown in the chart below, the district as a whole and each of the district's five campuses have significantly greater demographic challenges when compared to state averages. Research indicates that these measures have significant impact on student achievement and eventual graduation rates. Extremely high levels of economically disadvantaged families at these campuses (84.58 to 89.70%) indicate that most students on these campuses do not have opportunities for enrichment activities that give context and real-world correlation to learning. All five campuses have extremely high numbers of English Language Learners (47.94 to 71.98%), and several specialized needs have been identified for this population including services/communications in their home language, culturally appropriate parenting education, connection to community resources and extra academic time outside the school day to allow students to reach, or remain on, grade level.

Trinity Basin Preparatory 2016-2017 District STAAR Results and Demographics

	Reading	Writing	Math	Science	Social Studies	ELL	At Risk	Economically Disadvantaged
TBP Percentage	67%	62%	75%	65%	56%	64.20%	76.71%	89.30%
State Percentage	72%	67%	79%	79%	77%	18.90%	50.30%	59.00%
Difference (GAP)	-5%	-5%	-4%	-14%	-21%	45.30%	26.41%	30.30%

2017-2018 Snapshot Demographics by Campus

Campus	Campus Enrollment	ELL Student Population	At Risk	Economically Disadvantaged
Ewing	546	71.98%	79.12%	87.73%
10th St.	642	63.86%	73.36%	89.10%
Jefferson	778	47.94%	79.56%	86.63%
Panola	330	50.00%	62.12%	89.70%
Pafford	869	69.97%	81.13%	84.58%
Total District	3,165			

While the district has made progress in closing the achievement gap, particularly for reading, writing, and math, TBP campuses are in high need areas that lack free, high quality after school programming for economically disadvantaged families. Providing safe, reliable after school programs for these children will allow families to maintain or expand their employment, decrease family mobility across attendance zones, and give students an opportunity to learn in an environment that is designed to augment their daily classroom experience and provide them with experiences that enhance understanding of concepts and ideas for academic achievement in the classroom. This in turn will build their confidence, improve their participation during the school day, and put them on a better trajectory for academic success.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

Trinity Basin Preparatory, an open-enrollment charter school district serving Dallas and Fort Worth, and Clayton Youth Enrichment, a community-based organization based in Fort Worth have entered into a partnership agreement with the intent to develop and sustain high quality after school programs at each of Trinity Basin's 5 campuses if awarded this 21st CCLC grant. The district will act as fiscal agent and will work with Clayton's experienced leadership team to coordinate responsible management of grant funding. Attached to the application is a Memorandum of Understanding outlining the intended partnership. It is signed by the CEOs of Trinity Basin Preparatory and Clayton Youth Enrichment.

Providing after school enrichment activities to our students has been a long-term goal for Trinity Basin leadership. By partnering with Clayton, Trinity Basin will be able to immediately make an impact by leveraging their extensive experience in developing, providing and sustaining high-quality after school enrichment programs. The goal of this partnership is to use the structure and support of the Texas ACE Blueprint and 21st CCLC resources to build and customize a strong, research-based after school program framework that will be replicated on new campuses as the district grows. A detailed, high-quality research and evaluation plan will be ready for implementation on the first day of programming and will provide both partners with longitudinal data that will support sustainability efforts as 21st CCLC funding ends.

Clayton's program leadership and Trinity Basin's campus leadership will be active partners in the planning, development and evaluation of the after school programs offered under 21st CCLC funding. Student data will be made available to the contracted external evaluator that will allow detailed monitoring and evaluation of program effectiveness (per FERPA guidelines). Trinity Basin will engage and house two Family Engagement Specialists – one for the three Dallas campuses and one for the two Fort Worth campuses – to assist in facilitating family and community connections. The district will also facilitate the employment of certified teachers in the after school program to provide targeted academic assistance. Clayton will manage the day-to-day operations of the program including staff training, contracting with external vendors, and data management.

Both Trinity Basin and Clayton have established relationships with many local businesses, community organizations and nonprofits who will work with us to offer high quality after school programs. Examples of long time partners include the Girl and Boy Scouts, the Fort Worth Police Department, North Texas Food Bank, Tarrant County Literacy Council, and the Boys and Girls Club. Both organizations continue to develop new partnerships in response to identified needs in the communities we serve. For example, in a 21st CCLC program, Trinity Basin families would benefit from a new partnership facilitated by Clayton with The Concilio, a Dallas-based agency whose mission is to build stronger communities by empowering parents to improve the education and health of their families. If awarded, The Concilio will provide their Parents Advocating for Student Excellence (PASE) Program which teaches parents how to take a participatory role in the academic success of their children, identify academic challenges their children may face and how to overcome those obstacles, and set high academic expectations for their children including goals for higher education. PASE teaches parents in at-risk neighborhoods how to positively impact their child's education through active engagement with the public-school system as well as the creation of a home environment supportive of learning and healthy communication.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

As noted in the response to Statutory Requirement 1, Trinity Basin's student demographic significantly exceeds the State's general student percentage of students who are designated as ELL, At Risk, and/or Economically Disadvantaged. The after-school program provided by Clayton will provide TBP's most challenged students with an opportunity to greatly improve their academic achievement and increase their linguistic and social development. These direct impacts will indirectly have a positive impact on participants' attendance, participation and attentiveness in class, motivation to learn both in and out of the classroom, and improved behavior.

The after-school program provided by Clayton is designed to improve participants academic achievement which will help leverage the progress TBP has in the past few years to close the achievement gap for the students it serves. The improved performance will be noted in better grades, higher proficiency percentages particularly in core subjects, and ideally result in one or more distinctions with a focus on achieving student proficiency in ELA/Reading. This will be accomplished by ensuring participants complete their homework and engage in enrichment learning opportunities designed to reinforce classroom learning objectives.

During the school year TBP students are given work to complete at home, but the quality and timeliness of the work that is returned is an issue. Families that choose to send their children to Trinity Basin are generally supportive of their child's education, but due to the high concentration of ELL and Economically Disadvantaged students most families lack the necessary time, literacy skills, educational background, or ability to assist with their child's homework. Providing after-school participants with a safe place to complete homework combined with knowledgeable staff to help them learn concepts will help ensure homework is turned in on-time and is completed satisfactorily. This will increase the classroom's ability to provide students with more homework assignments, give participants a better sense of accomplishment thereby encouraging them to feel more connected to the classroom, and ultimately improve everyone's classroom experience. Completing homework after-school also provides participants with valuable soft skills including, but not limited to: greater self-direction, self-discipline, organization, and more independent problem solving. As noted in Statutory Requirement #2, the program will also offer Concilio's Parents Advocating for Student Excellence (PASE) Program to parents. The classes will be offered in both English and Spanish and are designed to empower parents to help their children succeed both academically and socially.

The connection that homework provides to the classroom also provides an opportunity for the after-school program to reinforce the same concepts when students engage in enrichment activities. Enrichment activities enhance the learning that take place in the classroom by either reinforcing it or pre-teaching it, thereby providing additional opportunities for children to process, to practice, and to reflect upon the experience. Enrichment activities will also help to motivate and inspire students who are not served well by the tight time constraints that are imposed during the school year to prepare students for standardized testing. After-school programming can significantly aid ELL students' ability to grasp certain concepts with greater use of project-based learning activities and greater amounts of time to focus on the activities. These projects can be designed to be more personally meaningful to ELL students and offer opportunities for authentic uses of language and support students' spontaneity, creativity, engagement, ability to have fun, and idealism. All these benefits will help prepare them keep up with classroom learning objectives.

Lastly, particularly for the younger ELL participants, the enrichment activities will greatly aid in expediting the development of linguistic and social skills. Studies have shown that ELL students from predominately economically disadvantaged families have a listening vocabulary that is only one-third the size of their more affluent peers and they have significantly less access to reading material. Estimates indicate these children may hear as many as 30-million fewer words than do their middle-income peers before reaching kindergarten, impeding important precursors to literacy like vocabulary acquisition and language development.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 057813	Amendment # (for amendments only):
Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Clayton will bring its 43 years of experience as a provider of high-quality academic enrichment programming in the Fort Worth area to our partnership with Trinity Basin Preparatory. With an emphasis on research-based programs and curricula that meet the diverse needs of children and their families, program activities will be aligned to identified best practices and follow the research-based activity and planning recommendations in the ACE PRIME Blueprint.</p> <p>In a 2005 study, SEDL and the U.S. Department of Education identified five key research-based elements of after school programs which improve academic performance and postsecondary success, and each of these are key elements in the Clayton program activities and are very closely aligned to the TEA Critical Success Factors:</p> <ol style="list-style-type: none"> 1. Offer a broad array of enrichment opportunities to spark student interest and expand their goals. 2. Opportunities for skill building and mastery are offered through specialized programs that allow practicing new skills in anticipation of exhibiting them to their families and communities. 3. Intentionally build relationships between the after school provider, the school, students and families through orientation, training and establishment of participant norms set a positive tone for improvement and participation. 4. Provide a strong, experienced leader with trained staff, increased community connections and improved programming 5. Maintain a positive relationship between the CBO and the school which allows for daily flexibility with administrative support. <p>Clayton is also committed to embedding social and emotional learning (SEL) opportunities into all of our after school programming. The leadership of Clayton expects that the benefits of SEL in our after school programs will impact our community far into the future. Self-management, goal setting, decision making, social awareness, healthy communication skills – all of these contribute not only to academic success, but to career success, personal fulfillment and strong family and community relationships.</p> <p>Research has shown that the benefits of intentionally integrating social and emotional learning into school activities include a positive impact on school climate and important, long-term benefits to students. A meta-analysis of 213 rigorous studies of SEL in schools (Durlak, Weissberg et al., 2011) indicates that students receiving quality SEL instruction demonstrated:</p> <ul style="list-style-type: none"> • better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction; • improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior; • fewer negative behaviors: decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals; and • reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal. <p>Continuous improvement is a hallmark of Clayton programs. Our evaluation model includes both formative and summative evaluation components led by a highly respected, very experienced after-school program evaluator. Formatively, the program uses site observations, interim data reports, and regular meetings to ensure consistent data collection and review. This consistent review of data allows program leadership to make changes when needed to address any issues or concerns and keep the program on track to meet outcomes. In addition, all stakeholders are involved in the evaluation process as student, parent, staff, principals, and classroom teachers are important voices in the continued success of the program and achievement of student outcomes. The program will use annual surveys of all stakeholders to ensure that the needs of students, parents, and schools are being met.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Clayton currently operates more than 80 enrichment programs in Tarrant County. While every one of these programs is tailored to the specific needs of the community being served, all Clayton enrichment activities are intentionally aligned to best practices for after school programming, and each individual program session for both students and families is designed to improve academic achievement. Research confirms that students who participate in this type of quality after school programming show academic improvement, better attendance, and more interest in school. (Evers, 2014; Naftzger, et al, 2014) A significant multi-year, multi-site study, which included Clayton-run programs, examined the effect of persistent afterschool participation on student academic achievement. Data indicated that the more years and the more days per year a student participated in the program (regardless of the location of the program), they were more likely to pass core courses, have better school attendance, and receive fewer discipline referrals compared to those students who stopped attending or were unable to attend due to a lack of programming at their campus, ("Examining the Relationship between Persistence in Attendance in an Afterschool Program and an Early Warning Index for Dropout," King, Dissertation, 2013).

It is not just tutoring or an extension of school day classes that appear to be responsible for the gains shown by these and other studies, but the idea that students are participating in a wide range of expanded experiences with caring and well-trained leaders in a small-group environment that supports exploration of new ideas. In a high quality after school program, students who have both voice and choice enjoy learning in a setting that encourages exploration of school day topics through innovative, integrated hands-on activities. In a Clayton/TBP program a student who is having difficulty with writing would receive tutoring assistance aligned to specific deficits in understanding as shown by benchmark tests, but would also be encouraged to participate in drama classes to assist with understanding character and story construction, or to get more hands-on in an arts and crafts class where they learn to tell stories graphically, or to write an article for the campus newsletter in journalism class to demonstrate "real-life" elements of sharing written information. Students experiencing difficulties in science could receive tutoring on specific science topics to keep up with their class, but could also participate in physics experiments to explore properties of motion, build and fly a drone which integrates technology, teamwork, and creative problem-solving. Math will be incorporated into many different activities, from cooking classes that use measuring and increasing proportions of recipes to teach fractions as well as nutrition, to table games such as dominoes that encourage recognizing sets.

Clayton encourages participation in special events such as an annual Cardboard Boat Regatta sponsored by River Legacy Park and held at Six Flags Hurricane Harbor, the city-wide Expressions That Move You Art Contest, and the county-wide Clayton International Festival. These events are exciting, high-profile community contests or festivals where our students develop teamwork and leadership skills in addition to learning about engineering by building and sailing a 6 person cardboard boat, or exploring communications and marketing by creating posters encouraging use of mass transit, or practicing research and presentation skills as preparation for the Clayton International Festival.

Students, parents and certified school day teachers are all involved in the process of choosing activities and areas of focus. With the assistance of the Site Director, after school instructors create detailed lesson plans that describe specific activities and their intentional relationship to academic achievement. Site coordinators and their Project Director monitor class sessions for alignment to plans, and ensure that students are receiving individualized attention and appropriate opportunities for exploring concepts that will assist with their areas of need for academic advancement.

In summary, Clayton 21st CCLC programs include opportunities for: homework assistance and tutoring; health and recreation through individual and team sports; self-care through nutrition/cooking classes and development of social and emotional learning skills; hands-on STEM and arts activities (STEAM); community service; cultural exploration; book clubs and literacy activities; career exploration; and many other activities. Family engagement activities will include opportunities for celebration and recognition as well as classes to assist parents in supporting their child's physical, social and emotional health as well as their academic success.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Trinity Basin has established several means of communication with parents and would collaborate with Clayton to successfully disseminate information about the Texas ACE program.

Information about the after-school program will be disseminated to TBP families using multiple means of communication. Printed information about the program's availability will be provided to all student families. Each campus lobby will contain various print media about the program including posters, flyers, and enrollment forms. In August written invitations from principals that will be sent home to all parents or guardians. Invitations will be followed-up telephone calls as needed to ensure high need families are given every chance to participate in the program. Bi-lingual Clayton and TBP staff will attend beginning of the school year events (including open houses and new student orientation) to provide information on the program and speak to families about the program as appropriate. All print material will be provided in both English and Spanish.

The Clayton website (www.claytonyouth.org) will post information about TBP's 5 locations and a link to TBP's website (www.trinitybasin.com). The TBP website will provide additional information about the program at each location. Clayton and TBP routinely send out press releases on special programs and activities in our after-school programs, and invite community partners to visit the center and become a part of the activities. Community partners are an important part of Clayton programming and staff will ensure that local partners are aware of the program and can share Clayton contact information with prospective families.

TBP also regularly uses Facebook to highlight current campus events and future community-based opportunities for our parents and students. TBP continues to see an increase in social media engagement and with over 1,100 active followers each post regularly has parents sharing on their personal pages. Facebook posts about the program will be done each week until target enrollment in the after-school program is achieved.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Transportation is not provided to or from Trinity Basin Preparatory. Children are released to their family or an authorized adult designated by the parent or guardian at the end of the program day. Parents or guardians are required to sign out students when they are picked up at the school, and if transportation is different from the standard for the student (such as walking instead of parent pick-up), written parental permission is required in advance.

Should transportation for educational field trips during the summer program or special events be necessary, services will be contracted with a licensed commercial transportation company to originate from and return to the appropriate campus.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Basin Preparatory and Clayton do not intend to recruit volunteers to work in the after-school program during the first year of the program. In future years, any regular volunteers will be subject to background checks prior to participating in program activities. One time or special event volunteers will be required to meet all standards set by Trinity Basin/Clayton for involvement on campus.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TBP will aggressively work to ensure sustainability of the after-school program at all five campuses once funding for this grant ends. TBP currently operates two campuses in Fort Worth and three campuses in Dallas. At a local level there are substantial financial resources available in both cities and the partnership between Clayton and TBP will help grow the partnership's resource base within the DFW Metroplex. Clayton has an established development department that has many established funding partners and TBP has recently created a development department. Clayton is committed to helping TBP's Development function in securing future funding that will be applied to after-school programming. Collaboratively the two organizations will continually seek local funding by leveraging existing relationships and developing new ones during the duration of the grant period. Additionally, as TBP continues to grow enrollment and the number of campuses it operates, the two organizations will work to source additional funding that can be used to ensure new campuses are also served.

In addition to financial funding, TBP and Clayton will continually leverage existing and develop new community-based relationships that can augment services by providing non-financial resources. By way of example, starting in the current school year TBP developed relationships with local book dealers to create pipeline of free or nearly free high-quality books for our libraries, our classrooms, and to build student at-home libraries. School year to date, TBP has obtained over 50,000 books for our 3,165 students to use. Students enrolled in an after-school program at TBP will benefit from the program itself, but additional non-financial resources will be applied to help enhance the service that is provided to students and their families. This includes having access to high quality reading material.

Trinity Basin is committed to doing more to meet the need of our students and their families. As part of that cornerstone commitment, TBP continues to devote an ever-increasing percentage of operating funds to activities that support academic achievement while balancing that commitment with sound fiscal responsibility. This commitment includes being prepared to devote operating funds to help ensure the sustainability of the after-school program in the sixth and subsequent years. TBP's commitment to supporting academic achievement can be seen in TBP's desire to hire the best and brightest teachers. TBP recently increased its starting pay from \$47,000 in 2017/2018 to \$51,000 for 2018/2019. In addition to putting a greater percentage of operating funds in the classroom, TBP is committed to improving its financial stability. TBP's 2016/2017 Charter FIRST rating was a B "Above Standard". The three remaining areas where TBP has room for improvement are: number of days cash on hand, current asset to current liability ratio, and the administrative cost ratio. Conservative enrollment estimates presented at TBP's March Board meeting indicate enrollment will climb from 3,165 (2017/2018 snapshot) to at least 3,899 by 2022/2023. This enrollment growth combined with sound fiscal practices have TBP on a trajectory to improve the three identified areas for improvement and achieve an A rating ("Superior") for its 2022/2023 Charter FIRST rating. The Superior rating is the highest level in the FIRST scoring and it will improve TBP's financial flexibility to devote more operating funds for enrichment activities outside of the standard core curriculum taught during the school day. Although TBP is not currently able to finance a high quality after-school program, TBP's Board is unanimously in favor of moving forward with an after-school program that can be successful and sustainable. The partnership with Clayton combined with the funding from the 21st Century Grant will enable TBP to implement a high quality after school program much sooner than TBP could possibly contemplate doing so on its own and the program will have an immediate positive impact on the students who enroll. TBP is confident that the partnership with Clayton will generate sufficient outside funding to sustain the program beyond the fifth year of grant funding and at that point TBP's financial wherewithal will be strong enough to sufficiently fill any funding gap that might exist at that time.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Basin continues to carefully budget and apply its resources where it can have the most impact on student performance. To date, the budget has not been able to support the creation of an on-site after-school program. Trinity Basin's audited financial statements for the year ended August 31, 2017 present \$2.7 million of net assets at year-end. That is a modest level of net assets, but with careful financial planning and conservative levels of enrollment growth Trinity Basin's net assets are projected to grow to a level that within five years will consistently support a Charter FIRST rating at A ("Superior"). As noted previously, Trinity Basin continually works to apply an increasing percentage of operating funds to its campuses and classrooms. For the year ended August 31, 2017 almost 75% of all expenses were program related services with the lion share of that (56% of all expenses) being applied to instruction. Total revenue of \$27 million came primarily from state program revenue (89%) followed by federal program revenue (11%) and modest local support (1%).

Trinity Basin's Title I funding is used in part to fund a district parent liaison and a student support specialist. Both positions require being able to speak English and Spanish and while these employees will continue to provide services during the normal school day, a new after-school program will benefit from their established relationships with parents and students while working with both to enroll priority students in the program and ensure they are benefiting from their inclusion.

In the current year Trinity Basin budgeted to create a development function primarily tasked with finding and obtaining additional resources that can be used to further support TBP's program services. The development function will continually seek additional state and local resources that can be applied to the after-school program. Additionally, due to careful budgeting and continued enrollment growth, Trinity Basin's financials are projected to grow stronger which will result in greater flexibility to apply financial resources in areas that have historically been unattainable to this point. If awarded 21st Century Funding, Trinity Basin would leverage the award by working to recruit and serve significantly more than 510 students in its after-school program. The added expense of participating students over and above the 510 funded by the 21st Century Grant would be budgeted and paid for with additional third-party funding and future state program revenue as needed.

Locally, in addition to seeking third party funding to help augment the program going forward, the North Texas Food Bank and the Tarrant County Area Food Bank routinely provide dinner for economically disadvantaged students. Trinity Basin would take advantage of this resource to benefit students enrolled in the after-school program. As all five of TBP's campuses provide breakfast, having dinner available for after-school participants would ensure they have the opportunity to eat three full meals during the week.

The 21st Century Grant would allow Trinity Basin to start a high-quality, research based after-school program in the 2018-2019 school year by providing the necessary base funding for Trinity Basin to partner with a trusted leader in after-school programming. Trinity Basin is committed to doing more for its students and is prepared to leverage existing federal and state funded activities for the benefit of its after-school program and also apply additional program revenue (state and local funding) towards serving additional students (over the 510 students proposed in the grant).

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057813

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Trinity Basin Preparatory – 10 th St. 831 W. 10th Street Dallas, TX 75208		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	057813				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		90		Parent/legal guardian target (in proportion with student target): 45	
			Feeder school #1		Feeder school #2	
	Campus name		N/A			
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Trinity Basin Preparatory – Ewing 808 N. Ewing Dallas, TX 75203		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	057813				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		90		Parent/legal guardian target (in proportion with student target): 45	
			Feeder school #1		Feeder school #2	
	Campus name		N/A			
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Trinity Basin Preparatory – Jefferson 855 E. 8th Street Dallas, TX 75203		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	057813				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		120		Parent/legal guardian target (in proportion with student target): 60	
			Feeder school #1		Feeder school #2	
	Campus name		N/A			
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Center 4		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Center 4		Trinity Basin Preparatory – Panola 4400 Panola Ave. Fort Worth, TX 76103		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
		9-digit campus ID number: 057813					
		Cost per student \$1,000					
		"Regular" student target (to be served 45 days or more annually): 90		Parent/legal guardian target (in proportion with student target): 40			
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name		N/A					
9-digit campus ID number							
Estimated transportation time							
Center 5		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Center 5		Trinity Basin Preparatory – Pafford 101 E. Pafford Street Fort Worth, TX 76110		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
		9-digit campus ID number: 057813					
		Cost per student \$1,000					
		"Regular" student target (to be served 45 days or more annually): 120		Parent/legal guardian target (in proportion with student target): 60			
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name		N/A					
9-digit campus ID number							
Estimated transportation time							
Center 6		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Center 6				<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
		9-digit campus ID number:					
		Cost per student \$					
		"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

Center 7		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:					
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					
Center 8		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:					
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					
Center 9		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:					
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 057813		Amendment # (for amendments only):		
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> % Students 'At Risk' TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student \$		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
	Feeder school #1		Feeder school #2	
	Feeder school #3			
Campus name:				
9-digit campus ID number				
Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

With 40 years of experience, Clayton has a well-defined administrative structure for development, budgeting and management of quality after school programs. In this partnership, the Clayton Grants Division will be primarily responsible for program management. The Director of Programs, along with the Project Director (PD) will bear responsibility for program activities, partner communications, and fiscal and program compliance. The Director of Programs will supervise the Project Director (PD) and work with Trinity Basin leadership to ensure coordination of grant activities across all administrative areas (budgets, payroll, hiring, purchasing, training, etc.) and offer additional support as needed to assure program success. The Director of Programs will work closely with leadership in both organizations (CEO, CFO, Director of Development, Director of Administration) and the PD to ensure that these new after school programs are meeting the needs of the students and the goals of the district. Clayton's Director of Development brings more than 15 years of experience managing 21st CCLC programs to this partnership and will act as a resource in program development and sustainability efforts.

Clayton's PD will manage all Site Coordinators, assure quality and ensure all data reporting systems are being followed. The PD will work with evaluators and quality assessment/training contractors to conduct regular program observations and assess program quality and staff training needs. Regular monthly meetings involving district/school administration, designated campus liaisons, and site supervisors will address program needs and maintain alignment with the campus educational improvement plan and district priorities. The PD will supervise the 21st CCLC Administrative Assistant to ensure purchasing, payroll, attendance and other data and correspondence are processed in a timely manner and in accordance with grant rules.

Clayton Site Coordinators will oversee the daily operations and activities of the centers. The Site Coordinator is responsible for all onsite aspects of the program. Site Coordinators are responsible for ensuring that the Family Engagement Specialist have the support needed to implement the family and parent education component of the grant. As described above, They will attend weekly meetings to provide updates on the center's progression toward fulfilling the goals prescribed by TEA and proposed in the grant application. All student level data entry and the overall management of the program will be the responsibility of the Site Coordinator.

Clayton is committed to recruiting staff members who have knowledge of the community where they will be working, including experience coordinating efforts with a wide variety of community agencies, organizations and stakeholders. Priority will be given to staff who are bilingual in the languages spoken in the community where they are working. All positions will demonstrate ability to communicate effectively with academic leadership, families and students. Specific qualifications are aligned to the sample job descriptions in the ACE Prime Blueprint. All management staff will have the ability to inspire and work with a wide variety of school and community staff and stakeholders to ensure that project goals are met within budget and according to the approved project plan.

Clayton is a leader in training opportunities for after school program staff, and frequently provides specialized training for other school-age program providers. Paid training days are included in the budget, and personnel are encouraged to provide feedback at regular staff meetings and share information on any available outside trainings. Project Directors and Site Coordinators review program activity plans and often observe in classrooms for implementation of strategies and techniques. Quality assessments will also be completed by external evaluators to identify gaps in training and make recommendations to address them. Additional training is provided to struggling staff, and if improvements are not made after mentoring and modeling techniques, reassignments or terminations are made to assure that services remain at an exemplary level.

Regular communication between the partner agencies - in person, by phone and via email - is encouraged and facilitated by the Project Director, the Director of Programs, and Site Coordinators. Regular staff meetings are held where Site Coordinators can share best practices, gain insight into challenges at their center, and be supported by their peers.

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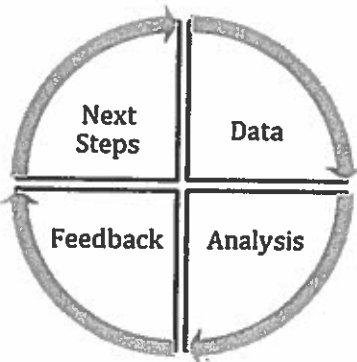
By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057813

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.



The evaluation plan is based on a continuous improvement model and requires ongoing monitoring to observe implementation and progress toward student outcomes. Key feedback sessions will be held throughout each programming year to provide oversight and training on key deliverables. Each feedback session will identify areas of successes and issues as well as next steps. Specific sessions will include beginning of year needs assessment/data review, Logic Model Training and center level Logic Model creation, two sessions to review program implementation and participation, and a final review with the site supervisors and project director to summarize program successes and areas for improvement. Each session is designed to create open dialogue between the evaluator, site supervisors, and project director in order to address any issues or problems identified through data review or specific campus needs.

A key element in the ongoing evaluation are regularly conducted site observations (using the YPQA) and meetings at each center to ensure that quality programming is delivered based on the logic model. These observations and meetings are conducted and documented by the project director and quality assurance staff. Data from observations are sent to campus administrators and project staff at the completion of each observation and will be discussed in scheduled meetings to identify solutions for any issues. Meetings and observations are critical in improving program operations and quality throughout the program year as issues arise.

The research design for the evaluation at the grantee and center levels is descriptive. Comparisons will be made using logistic regression to examine program participation dosage on selected academic outcomes. Outcomes will also be compared across Regular Participants, Targeted Participants, and non-participating students. Data and reports will include Center Logic Models, any required TEA Reports, School Attendance, Core Grade Average, Course Grades (Math, Reading/ELA, Science, and Social Studies), Discipline Referral data, Site Observation data, Student Pre/Post Social Emotional Learning Survey, and Stakeholder Surveys (Student, Parent, Staff, Principal, and Classroom Teacher - Random sample). In addition, longitudinal analyses will be utilized to examine trends in individual academic performance as it relates to persistent after school participation across the length of the five years of the grant.

Surveying key stakeholders of the program provides feedback from students, parents, staff, and school staff. Allowing all parties to have a voice in identifying successes and issues helps program staff make adjustments to activities or quality to better meet the needs of the targeted students. Students have the opportunity to indicate what they like and dislike about the program, as well as make suggestions for future activities. Campus administrators and program staff have the opportunity to reflect on the alignment of the program to campus needs as well as suggest areas for improvement.

All data collected will be provided in a report to stakeholders. The report will provide key outcomes and will compare outcomes to identified needs. The report will make recommendations for improvement and data will be reviewed with project staff to develop next steps for improving the program. Outcomes will be compared to campus needs and activities adjusted in areas where improvement is still needed. Reports will be made available for district leadership as well as community members. The evaluation will also complete any required reporting for TEA as required by funding.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057813

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057813

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify) Coordinate evaluations/services with regional service centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify) Coordinate evaluations/services with regional service centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 057813		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions **TRINITY BASIN PREPARATORY IS AN OPEN ENROLLMENT CHARTER SCHOOL**			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes you must answer question #2 below. If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes, you must read and check the box next to each of the assurances below. If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), and applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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